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ABSTRACT

Nine North Dakota school districts, containing fewer than 40 teachers each, were selected and agreed to particpate in a 1976 study of the extent of professional activities by teachers and their level of morale. A survey instrument, developed to determine level of involvement in professional activities, contained questions pertaining to: membership in, and attendance of, national, state, and local organizations; number of sessions of North Dakota Education Association sessions attended (October 1975); number of workshops or seminars attended; hours earned since last degree; professional books and journals read; offices held and presentations made; and self-ranking. The Purdue Teacher Opinionaire, used to indicate level of morale, questioned: rapport with principal and other teachers; satisfaction with teaching; status and salary; teacher load; curriculum; school facilities and services; community support; and community pressure. Findings indicated a tendency toward a positive relationship between degree of professional involvement and level of morale. The level of rapport with the principal and satisfaction with teaching, as individual factors of morale, appeared to have high correlations with professional involvement activities. Appended are a personal data page for professional activities, definitions for the morale factors, and references. (AH)

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MORALE AND PROFESSIONAL ACTIVITIES IN SELECTED SMALL NORTH DAKOTA SCHOOLS

Quinn Brunsen

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MORALE AND PROFESSIONAL ACTIVITIES IN SELECTED SMALL NORTH DAKOTA SCHOOLS

by

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Grand Forks, North Dakota

1976

FOREWORD

The Bureau of Educational Research and Services, located at the University of North Dakota, is attempting to establish a series of on-going research and service activities for North Dakota educators and education. This publication represents one of many research studies conducted by the Bureau, but especially it is the product of monies earmarked for supporting faculty research activities.

Through the cooperation of the Upper Midwest Small Schools Project, the several smaller North Dakota schools involved in this study were identified and contacted. It is due to their willingness to participate that this study was able to be conducted, and they are to be thanked for that cooperative effort.

Thanks go also to Dr. Quinn Brunson for engaging himself in this study, to the University of North Dakota Computer Center personnel for their able assistance in the tallying and analysis of the data, and to Mrs. Ruth Berger for her assistance in typing the final manuscript prior to publication.

Larry L. Smiley, Director
Bureau of Educational Research and Services

PURPOSE AND PROCEDURES

Virtually all, if not every job, regardless of the physical or mental skills involved, requires the continual upgrading of career skills. The improvement of professional skills is an often-stated activity of teachers, school administrators and educational organizations.

It might be expected that when teachers are more involved in the improvement of professional skills the higher would be their level of morale. This is based on the definition provided by Bentley and Rempel that morale is ". . .the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation."[1] In addition to professional improvement being a group goal it can be an individual goal because salary increments are commonly based on additional hours of university-level work or participation in selected workshops and seminars.

It appeared desirable to undertake a study in an attempt to learn the extent of professional activities by teachers and their level of morale. In addition it was hoped to learn if there was a relationship between these two items.

Professional improvement is essential for school programs to be continually effective. Thus, it would be helpful to know the extent to which teachers are involved in programs designed to increase their knowledges and skills for use in teaching-learning situations.

The attitudes individuals have towards their work and colleagues is also important when considering the effectiveness of a school's programs. It could be expected that teachers who hold positive attitudes towards

pupils, the community and educational programs would have a salutary effect upon those with whom they come in contact.

Knowing the level of involvement in professional activities and morale could assist school administrators and officers of professional organizations when working with teachers' on-going programs to improve personal skills as well as professional aptitudes.

A survey instrument was developed to obtain the level of involvement in professional activities. It included questions concerning membership and involvement in professional organizations, the amount of professional reading, participation in workshops and university classes as well as attendance at conferences and conventions. A copy of the instrument appears in the appendix.

The Purdue Teacher Opinionare was selected as the means to obtain an indication of the level of morale. This standardized instrument sub-divides the overall morale score into ten factors for more detailed analysis.

Smaller communities were asked to participate in this study for a number of reasons. The majority of schools in North Dakota have fewer than 30 teachers in the entire school district. Thus a study involving small schools would be more indicative for the majority of schools in the state. In addition fewer studies have involved the smaller school faculties so it would be less likely that they would view the completion of forms as an additional chore.

REPORT OF THE DATA

Nine schools, members of the Upper Midwest Small Schools Project, which were located near the University of North Dakota were selected for the study. Their location would make personal visits by the researchers

possible if necessary. Nine schools were selected because that number provided a large enough sample for analysis within the time and budgetary limits. The nine school districts selected were:

Aneta
Central Valley (Buxton-Reynolds)
Cooperstown
Finley
Hatton
Hillsboro
Mayville-Portland
Northwood
Thompson

All nine of the schools contacted, through the superintendents' offices, agreed to participate in the study. The necessary forms and directions were mailed so that the instruments could be completed by the later part of April, 1976. Provisions were made so that teachers completing the forms would remain anonymous although space was provided in the event that they wished to identify themselves and receive personal information as to the results of the study.

Seven of the schools completed and returned the forms by the end of the 1975-1976 school year. One hundred, twenty-six usable returns were scored and utilized in the study.

The completed forms were scored, tabulated and received statistical treatment. The results of the more sophisticated statistical treatments are not included in this report because there was not predictive value in those figures for the purpose of this study. The number of individuals in certain categories was lower than anticipated and so presented a limitation not anticipated in the design of the study.

The number of cases for individual schools is not provided for any of the tables in this study. This was done to reduce or eliminate the possibility of identifying statistics with a particular school.

Table 1 presents the number of different levels of college and university preparation attained by the respondents. Table 2 shows the

time period in which the highest degree held was received.

TABLE 1

Highest Degree Held

Degree	No.	Percent
Diploma	1	0.8
Bachelor's	121	96.0
Master's	4	3.2
	126	100.0

TABLE 2

When Highest Degree Held Was Received

Year Degree Received	No.	Percent
1975	8	6.3
1971-74	50	39.7*
1966-70	36	28.5*
1961-65	13	10.3**
1956-60	5	4.0***
1951-55	2	1.6
1946-50	5	4.0
1941-45	2	1.6
1936-40	2	1.6
Other or earlier	3	2.4
	126	100.0

*Includes 1 Master's
**Includes 2 Master's
***Includes 1 Diploma

Table 3 presents the number of different professional organizations in which the respondents indicated membership.

TABLE 3

Membership in Professional Organizations

Number of Organizations	Local Level* No.	Local Level* Percent	State Level No.	State Level Percent	National Level No.	National Level Percent
0	69	54.8	11	8.7	20	15.9
1	56	44.4	80	63.5	74	58.7
2	1	0.8	24	19.0	22	17.5
3	0	0.0	9	7.1	8	6.3
4	0	0.0	2	1.6	2	1.6
	126	100.0	126	100.0	126	100.0
Mean	.46		1.29		1.19	

*Membership in local associations was not recorded unless specifically indicated by the respondent even though unified dues are required by the National Education Association and the North Dakota Education Association.

Seventy-four and six tenths percent (94) of the 126 respondents indicated that they belonged to none or only one professional organization at the national level. Almost the same number, 72.2% (91) indicated that they belonged to none or only one professional organization at the state level.

Discussion concerning membership in local professional organizations is difficult. Unified dues, and hence membership, are required by the North Dakota Education Association and the National Education Association. It was not felt desirable, however, to automatically record all three levels of membership unless they were specifically indicated by the

respondents. More than 50% of the respondents did not indicate any membership in local professional organizations. It was felt that if such memberships were not shown it indicated such minuscule involvement so as to be relatively unimportant in the teachers' professional lives.

The number of professional organizations holding meetings which the respondents attended is reported in Table 4. It is important to note that this is not the number of meetings attended; rather, it is the number of organizations holding meetings which the respondent attended during the preceding two years.

TABLE 4

Number of Organizations Whose Meetings Have Been Attended During the Past Two Years

Number of Organizations	Local Level		State Level		National Level	
	No.	Percent	No.	Percent	No.	Percent
0	111	88.1	33	26.2	102	81.0
1	15	11.9	69	54.8	21	16.7
2	0	0.0	17	13.5	2	1.6
3	0	0.0	7	5.6	1	0.8
	126	100.0	126	100.0	126	100.0
Mean	.12		.98		.22	

Again it must be stressed that the figures in this table are almost certainly distorted because of the absence of indications of memberships in local organizations.

As in Table 3 the highest numbers for involvement are at the state level. On the average a teacher attends fewer than one professional meeting at the state level each year according to the data reported in Table 4.

Table 5 indicates the number of sessions attended by respondents at the North Dakota Education Association state convention held in Fargo in October, 1975. These figures do not include general sessions but rather the smaller group sessions which usually concentrate on a particular grade level or subject area and often provide for interaction among the presenters and those attending.

TABLE 5

Number of Sessions Attended at the NDEA State Convention, October, 1975

Number of Sessions Attended	Number of Teachers	Percent
0	27	21.4
1	10	7.9
2	33	26.2
3	21	16.7
4	13	10.3
5	13	10.3
6	5	4.0
7	2	1.6
8	1	0.8
9 or more	1	0.8
	126	100.0

Mean = 2.52

Fifty-six (44.5%) of the respondents indicated that they had attended three or more sessions at the N.D.E.A. state convention in 1975. Twenty-seven (21.4%) indicated that they had not attended any of the meetings during that convention.

The number of workshops and seminars attended by the teachers responding to the study is reported in Table 6. These workshops and seminars which were not part of the North Dakota Education Association state convention or a college or university class in which the individual was enrolled.

TABLE 6

Number of Workshops and Seminars Attended in Preceding Two Years

Number of Workshops or Seminars	Number of Teachers	Percent
0	24	19.0
1	12	9.5
2	35	27.8
3	16	12.7
4	13	10.3
5	8	6.3
6	5	4.0
7	2	1.6
8	4	3.2
9 or more	7	5.6
	126	100.0

Mean = 2.86

Twenty-four (19.0%) of those responding indicated that they had not attended any workshops or seminars during the preceding two years. During that same interval of time 55 (43.7%) of the teachers indicated that they had attended three or more workshops or seminars. The mean for all of the

teachers was 2.86 workshops or seminars attended.

The number of hours of university credit earned after receiving the highest degree is shown in Table 7.

TABLE 7

Number of Semester Hours Earned After Receiving Highest Degree

Number of Semester Hours	No.	Percent
0	24	19.0
1 - 5	21	16.7
6 - 10	23	18.3
11 - 15	21	16.7
16 - 20	20	15.9
21 - 25	4	3.2
26 - 30	5	4.0
31 - 40	5	4.0
41 - 50	1	0.8
51 and over	2	1.6
	126	100.2*
Mean = 8.75		

*Due to rounding to nearest tenths.

The average number of semester hours of credit earned after receiving the highest degree is 8.75. Almost one half, 46.2% (58), of the respondents reported that they had earned 11 or more semester hours of credit since receiving their last degree.

The number of professional journals reportedly read by the respondents is shown in Table 8.

TABLE 8

Reading of Professional Journals and Newsletters

Amount Read	Value Code	No.	Percent
Never	0	1	0.8
Rarely	1	5	4.0
Some	2	51	40.5
Most	3	58	46.0
All	4	11	8.7
		126	100.0
Mean = 2.58			

It did not appear realistic to expect teachers to recall the specific number of professional journals read. By providing a five-point scale it was assumed that the respondents could provide an indication of the extent of their reading of journals and newsletters. The mean would indicate that, on the average, the teachers read between "some" and "most" of the professional journals which they receive.

Table 9 reports the number of professional books read by the teachers, aside from the required for classes in which they were enrolled.

One-fourth, 32 (25.4%), of those responding indicated that they had not read any professional books in the preceding two year period. Forty-one (32.6%) of those responding reported that they had read at least three professional books during the same time period. The average number of professional books read was just over one and one-half.

The levels at which an office was held in, or a presentation made to, a professional organization is reported in Table 10.

TABLE 9

Number of Professional Books Read During the Preceding Two Years

Number of Books Read	No.	Percent
0	32	25.4
1 - 2	53	42.1
3 - 5	27	21.4
6 - 8	7	5.6
9 - 11	3	2.4
12 - 14	2	1.6
15 - 17	1	0.8
18 - 20	1	0.8
	126	100.1*
Mean = 1.58		

*Due to rounding to nearest tenths.

Sixty-seven (53.2%) of those responding indicated that they had held at least one office or made a presentation to a professional organization. Only two (1.6%) had held office or made presentation at all three levels, i.e. local, state, and national. Less than one-half, 46.8% (59) reported that they had not held any office or made any presentation to a professional organization.

The individuals being surveyed were also asked to rate themselves as to their effectiveness as classroom teachers. The results are reported in Table 11.

TABLE 10

Levels at Which Offices Have Been Held or Presentations Made

Levels	No.	Percent
None	59	46.8
Local only	51	40.5
State only	5	4.0
Local and State	9	7.1
Local, State and National	2	1.6
	126	100.0

Mean = .88

TABLE 11

Self-Ranking As To Teaching Effectiveness

Ranking	Value Code	No.	Percent
Below average	1	2	1.6
Average	2	61	48.4
Above average	3	62	49.2
No usable response		1	0.8
		126	100.0

Mean = 2.49

A three-point scale was utilized as it was felt that this would be as accurate an estimate as was possible to expect. There is no question but that it called for a relative reply and one where each respondent would have a personal bias. Only two of those responding indicated that they felt themselves to be "below average" in teaching ability. Sixty-one

(49.2%) indicated that they felt themselves to be above average in instructional ability.

The Purdue Teacher Opinionaire utilizes a four-point scale and 100 questions to arrive at a measurement of morale. The 100 statements are divided, unequally and randomly, to provide for ten individual morale factors. The four-point scale is utilized to give a rating for each statement. The highest possible number of points for any one question is four while the lowest possible number of points is one. Thus, in computing a range of scores there is only a three point spread from 1.00 to 4.00. The closer the number is to 4.00 the higher is the level of morale while the closer the score is to 1.00 the lower is the morale.

Table 12 reports the mean scores and also the score converted to a four-point scale for all of the ten morale factors as well as the overall score. Definitions for each of the ten individual morale factors is provided in the appendix.

Relative values only can be assigned to the rankings reported in Table 12 when considering the involvement of the local schools studied. This is because norms established by the instrument's authors utilizing a broader and larger population provide a different interpretation than might be expected by a cursory examination of the local schools. The scores obtained in this study will be discussed as they relate among themselves as well as with the broader based norms established for the Purdue Teacher Opinionaire.

The ten morale factors are in the following rank order based on results obtained from the 126 teachers who completed the instrument in seven local area schools:

Satisfaction with Teaching	3.36
Rapport among Teachers	3.32
Community Support of Education	3.23
Rapport with Principal	3.18
Community Pressures	3.14
Teacher Load	3.13
Curriculum Issues	3.03
Teacher Salary	2.87
Teacher Status	2.84
School Facilities and Services	2.71

The above rankings are of value in that they provide some indication of which morale factors out-rank others within the schools studied. However, a more meaningful interpretation can be realized when the locally obtained scores are compared with percentile rankings established by the authors of the instrument.

TABLE 12

Purdue Teacher Opinionaire, Mean Scores for Schools Studied

Factor	Mean Score	Highest Possible Score	Converted to 4 Point Scale
1. Rapport with Principal	63.58	80.00	3.18
2. Satisfaction with Teaching	67.29	80.00	3.36
3. Rapport among Teachers	46.49	56.00	3.32
4. Teacher Salary	20.06	38.00	2.87
5. Teacher Load	34.45	44.00	3.13
6. Curriculum Issues	15.14	20.00	3.03
7. Teacher Status	22.74	32.00	2.84
8. Community Support of Education	16.16	20.00	3.23
9. School Facilities and Services	13.57	20.00	2.71
10. Community Pressures	15.69	20.00	3.14
Overall	314.31	400.00	3.14

Table 13 is a percentile distribution for the instrument obtained by the constructors of the instrument.

TABLE 13

Percentile Distribution of School Medians by Factors*
Purdue Teacher Opinionaire

	Factors									
&ile	1	2	3	4	5	6	7	8	9	10
90	3.85	3.79	3.80	3.58	3.73	3.52	3.55	3.61	3.62	3.76
75	3.70	3.74	3.67	3.23	3.68	3.28	3.34	3.38	3.37	3.69
50	3.51	3.67	3.47	2.98	3.59	3.09	3.17	3.13	2.96	3.56
25	3.17	3.60	3.25	2.67	3.39	2.86	2.96	2.86	2.64	3.38
10	2.88	3.52	3.08	2.28	3.17	2.63	2.76	2.51	2.24	3.24

*From Manual for the Purdue Teacher Opinionaire, Ralph R. Bentley and Averno M. Rempel, Purdue Research Foundation, 1970, p. 10.

A comparison of Tables 12 and 13 provides a contrast in the interpretation of the raw scores. A few examples will be provided and the reader may then pursue others of his choice and interest.

"Satisfaction with Teaching" received the highest raw mean score for the schools studied. However, when the percentile distribution table (13) is utilized it is seen that this relatively high score was actually below the 10th percentile. Thus, instead of a condition where teachers apparently had a high level of morale in regards to satisfaction with their work it is seen to be extremely low when compared to a broadly based norm.

The only factor which fell above the 50th percentile was that of "Community Support of Education" for the schools studied.

To provide additional interpretation for the raw scores concerning morale the mean scores and nearest percentile ratings are given below:

Rapport with Principal	3.18	(3.17 = 25th percentile)
Satisfaction with Teaching	3.36	(3.52 = 10th percentile)
Rapport Among Teachers	3.32	(3.47 = 50th percentile) (3.25 = 25th percentile)
Teacher Salary	2.87	(2.98 = 50th percentile) (2.67 = 25th percentile)
Teacher Load	3.13	(3.17 = 10th percentile)
Curriculum Issues	3.03	(3.09 = 50th percentile)
Teacher Status	2.84	(2.96 = 25th percentile) (2.76 = 10th percentile)
Community Support of Education	3.23	(3.38 = 75th percentile) (3.13 = 50th percentile)
School Facilities and Services	2.71	(2.96 = 50th percentile) (2.64 = 25th percentile)
Community Pressures	3.14	(3.24 = 10th percentile)

The authors of the Purdue Teacher Opinionaire did not provide a percentile distribution table for the overall morale scores.

Locally obtained raw scores can also be compared to stanine scores arrived at by the instrument's authors. Table 14 gives the stanine range and also the local raw scores for the ten morale factors as well as the overall morale scores.

The highest stanine ranking obtained by the local schools was in the morale factor of "Community Support of Education" which is in the 6th stanine. The three lowest rankings are in the 4th stanine and the factors are "Satisfaction with Teaching", "Teacher Status", and "School Facilities and Services". The overall morale raw score ranked in the 5th stanine.

TABLE 14

Raw-to-Stanine Score Conversion for the Purdue Teacher Opinionaire*
N for the local mean scores = 126

Factor	Local Mean Score	Stanine Range 9	8	7	6	5	4	3	2	1
1. Rapport with Principal	63.58	80	79	76	73	68	61	53	44	34
			77	74	69	62	54	45	35	20
2. Satisfaction with Teaching	67.29	80	79	77	75	72	68	63	58	51
			78	76	73	69	64	59	52	20
3. Rapport Among Teachers	46.49	56	54	52	50	47	43	40	36	31
		55	53	51	47	44	41	39	31	14
4. Teacher Salary	20.06	28	27	25	22	20	17	14	11	8
			26	23	21	18	15	12	9	7
5. Teacher Load	34.45	44	43	41	39	37	33	30	27	23
			42	20	38	34	31	28	24	11
6. Curriculum Issues	15.14	20	19	18	17	15	14	11	10	7
					16		12		8	5
7. Teacher Status	22.74	32	31	29	27	25	22	19	21	13
			30	28	26	23	20	17	14	8
8. Community Support of Education	16.16	20	20	19	17	15	14	12	9	7
				18	16		13	10	8	5
9. School Facilities and Services	13.57	20	19	18	16	14	12	10	8	6
				17	15	13	11	9	7	5
10. Community Pressures	15.69	20	20	19	18	17	15	14	13	11
						16			12	
Overall	314.31	400	373	358	342	324	304	382	263	240
		375	359	343	325	305	284	264	241	100

*From Manual for The Purdue Teacher Opinionaire by Ralph R. Bentley and Averno M. Rempel, Purdue Research Foundation, 1970, p. 15.

SUMMARY OF COMPOSITE INFORMATION

Of the schools surveyed the average teacher belonged to 1.19 professional organizations at the national level and 1.29 at the state level. Only .22 had attended a meeting of a professional organization at the national level during the preceding two year period while .98 had attended such a meeting at the state level.

At the state convention of the North Dakota Education Association in October, 1975 the average teacher attended 2.52 sectional meetings. This average teacher of the schools surveyed had also attended 2.86 seminars or workshops, not including university classes or conventions during the preceding two year period.

The vast majority of teachers hold a Bachelor's degree with three out of every four having received their highest degree after 1965. The average teacher has earned just under nine semester hours of university credit since receiving the last degree.

The average teacher reads between "some" and "most" of all professional journals received and has read one and one-half professional books, not including those required for classes at the university level, in the past two years.

Almost one-half of those responding indicated that they had not held any office in a professional organization or made a presentation to such an organization at the local, state, or national levels.

The teachers in this study were almost exactly evenly divided when it came to rating themselves as "average" or "above average" in their effectiveness as classroom instructors.

In the area of morale the individual factor which ranked highest was that of "Community Support of Education" while the lowest ranking ones were "Satisfaction with Teaching", "Teacher Status", and "School Facilities and Services".

INDIVIDUAL SCHOOLS

As stated earlier in this paper seven of the nine schools contacted completed the forms and returned them. These seven schools have been designated by a letter from the alphabet which bears no relationship to their size, alphabetical order or ranking on the instruments. A random method was utilized to avoid identification of any specific school. For that reason the number of cases for each table is also missing.

The tables and discussion which follows will take each school individually and compare the data with all of the schools studied with norms established by the authors of the Purdue Teacher Opinionaire.

School A had a higher percentage of faculty members who were members of professional organizations at all levels than the combined average for all of the schools studied. This school was also above the average in attendance at state meetings of professional organizations, the number of sessions attended at the N.D.E.A. convention in 1975, the number of hours of credit earned since receiving the last degree, the number of professional journals and professional books read, as well as the number of offices held or presentations made to professional organizations.

In the area of morale School A ranked below the average only in the area of "School Facilities and Services", was equal in the factor of "Curriculum Issues" and above the average in all of the other eight factors for the schools studied. When School A is compared to the national

TABLE 15a

Means for School A Compared to Means for All Schools:
Professional Activities

	Mean Scores	
	School A	All Schools
Membership in national organizations	1.25	1.19
Membership in state organizations	2.00	1.29
Membership in local organizations	.50	.46
Attendance at national level meetings	.00	.22
Attendance at state level meetings	1.67	.98
Attendance at local level meetings	.08	.12
No. of NDEA sessions attended, 10/75	3.42	2.52
No. of workshops & seminars attended	3.25	2.86
Hours earned since last degree	9.35	8.75
No. of professional journals read	3.08*	2.58*
No. of professional books read	1.84	1.58
Offices held & presentations made	1.67	.88
Self-ranking	2.83**	2.49**

*Refer to Table 8. The scale is as follows: 2 = some, 3 = most, 4 = all.
**Refer to Table 11. The scale value is 1 = below average, 2 = average, 3 = above average.

norms in the area of morale it ranks in the 7th stanine. The comparisons foe each of the morale factors for School A, when converted to stanine scores, is reported in Table 16.

As shown in Table 16 School A ranks no lower than the 5th stanine for any of the factors in the area of morale. The highest stanine levels are found for the factors of "Satisfaction with Teaching" and "Rapport Among Teachers".

TABLE 15b

Means for School A Compared to Means for All Schools:
Morale

	School A		All Schools	
	Scale Value	Mean Score	Scale Value	Mean Score
Rapport with Principal	3.53	70.75	3.18	63.58
Satisfaction with Teaching	3.78	75.58	3.36	67.29
Rapport among Teachers	3.71	52.00	3.32	46.49
Teacher Salary	3.02	21.17	2.87	20.06
Teacher Load	3.36	37.00	3.13	34.45
Curriculum Issues	3.03	15.17	3.03	15.14
Teacher Status	3.11	24.92	2.84	22.74
Community Support of Education	3.38	16.92	3.23	16.16
School Facilities and Services	2.55	12.75	2.71	13.57
Community Pressures	3.42	17.08	3.14	15.69
Overall Morale	3.43	343.33	3.14	314.31

TABLE 16

School A Morale Factors
Raw Scores Converted to Stanines

Factor	School A	Stanine
1. Rapport with Principal	70.75	6th
2. Satisfaction with Teaching	75.58	7th
3. Rapport among Teachers	52.00	7th
4. Teacher Salary	21.17	6th
5. Teacher Load	37.00	5th
6. Curriculum Issues	15.17	5th
7. Teacher Status	24.92	5th
8. Community Support of Education	16.92	6th
9. School Facilities and Services	12.75	5th
10. Community Pressures	17.08	5th
Overall	343.33	7th

Tables 17 and 18 compare the raw scores of School B with those of all of the schools and norms for the instrument.

School B was above the average for all of the schools studied in the number of professional activities in which the faculty members were involved while slightly below the average in the area of morale. In the area of morale the difference between the various means for School B and all of the schools combined was .15 or less with a greater range being found only in the factor of "School Facilities and Services" where School B was .53 below the mean for all schools.

TABLE 17a

Means for School A Compared to Means for All Schools:
Professional Activities

	Mean Scores	
	School B	All Schools
Membership in national organizations	1.21	1.19
Membership in state organizations	1.26	1.29
Membership in local organizations	.47	.46
Attendance at national level meetings	.06	.22
Attendance at state level meetings	1.03	.98
Attendance at local level meetings	.21	.12
No. of NDEA sessions attended, 10/75	3.24	2.52
No. of workshops & seminars attended	3.06	2.86
Hours earned since last degree	12.05	8.75
No. of professional journals read	2.68*	2.58*
No. of professional books read, last 2 years	2.42	1.48
Offices held & presentations made	1.21	.88
Self-ranking	2.62**	2.49**

*, **See Table 15

TABLE 17b

Means for School A Compared to Means for All Schools: Morale

	School B		All Schools	
	Scale Value	Mean Score	Scale Value	Mean Score
Rapport with Principal	3.24	64.94	3.18	63.58
Satisfaction with Teaching	3.36	67.15	3.36	67.29
Rapport among Teachers	3.28	45.94	3.32	46.49
Teacher Salary	2.62	18.35	2.87	20.06
Teacher Load	3.06	33.71	3.13	34.45
Curriculum Issues	3.01	15.06	3.03	15.14
Teacher Status	2.83	22.68	2.84	22.74
Community Support of Education	3.22	16.09	3.23	16.16
School Facilities and Services	2.18	10.91	2.71	13.57
Community Pressures	3.11	15.53	3.14	15.69
Overall	3.09	309.82	3.14	314.31

Table 18 shows that in overall morale School B was in the 5th stanine and that all of the individual factors deviated no more than one stanine level from that point.

Data for School C is reported in Tables 19 and 20.

TABLE 18

School B Morale Factors
Raw Scores Converted to Stanines

Factor	School B	Stanine
1. Rapport with Principal	64.94	5th
2. Satisfaction with Teaching	67.15	4th
3. Rapport among Teachers	45.94	5th
4. Teacher Salary	18.35	5th
5. Teacher Load	33.71	5th
6. Curriculum Issues	15.06	5th
7. Teacher Status	22.68	5th
8. Community Support of Education	16.09	6th
9. School Facilities and Services	10.91	4th
10. Community Pressures	15.53	5th
Overall	309.82	5th

School C generally ranked below the average for the schools studied in the area of professional activities. The only areas in which this school was above the average for all schools was in the areas of "Membership in Local Professional Organizations", "Attendance at Local Professional Meetings", "Number of Workshops and Seminars Attended", and the "Number of Professional Journals Read". In the area of morale this school had virtually the same overall score as that for all of the schools studied.

TABLE 19a

Means for School C Compared to Means for All Schools:
Professional Activities

	Mean Scores	
	School C	All Schools
Membership in national organizations	1.14	1.19
Membership in state organizations	1.14	1.29
Membership in local organizations	.57	.46
Attendance at national level meetings	.00	.22
Attendance at state level meetings	.86	.98
Attendance at local level meetings	.14	.12
No. of NDEA sessions attended, 10/75	2.14	2.52
No. of workshops & seminars attended	3.43	2.86
Hours earned since last degree	3.15	8.75
No. of professional journals read	2.86*	2.58*
No. of professional books read, last 2 years	.58	1.48
Offices held & presentations made	.14	.88
Self-ranking	2.43**	2.49**

*, **See Table 15

TABLE 19b

Means for School C Compared to Means for All Schools: Morale

	School C		All Schools	
	Scale Value	Mean Score	Scale Value	Mean Score
Rapport with Principal	3.25	65.00	3.18	63.58
Satisfaction with Teaching	3.46	69.14	3.36	67.29
Rapport among Teachers	3.47	48.57	3.32	46.49
Teacher Salary	2.31	16.14	2.87	20.06
Teacher Load	3.42	37.57	3.13	34.45
Curriculum Issues	2.40	12.00	3.03	15.14
Teacher Status	2.70	21.57	2.84	22.74
Community Support of Education	2.71	13.57	3.23	16.16
School Facilities and Services	2.91	14.57	2.71	13.57
Community Pressures	3.37	16.86	3.14	15.69
Overall	3.15	315.00	3.14	314.31

TABLE 20

School C Morale Factors
Raw Scores Converted to Stanines

	Factor	School C	Stanine
1.	Rapport with Principal	65.00	5th
2.	Satisfaction with Teaching	69.14	5th
3.	Rapport among Teachers	48.57	6th
4.	Teacher Salary	16.14	4th
5.	Teacher Load	37.57	6th
6.	Curriculum Issues	12.00	4th
7.	Teacher Status	21.57	4th
8.	Community Support of Education	13.57	4th
9.	School Facilities and Services	14.57	6th
10.	Community Pressures	16.86	5th
	Overall	315.00	5th

Data for School D is reported in Tables 21 and 22.

TABLE 21a

Means for School D Compared to Means for All Schools:
Professional Activities

	Mean Scores	
	School D	All Schools
Membership in national organizations	.67	1.19
Membership in state organizations	.67	1.29
Membership in local organizations	.00	.46
Attendance at national level meetings	.00	.22
Attendance at state level meetings	.11	.98
Attendance at local level meetings	.00	.12
No. of NDEA sessions attended, 10/75	.22	2.52
No. of workshops & seminars attended	1.78	2.86
Hours earned since last degree	6.00	8.75
No. of professional journals read	2.22*	2.58*
No. of professional books read, last 2 years	1.22	1.48
Offices held & presentations made	.56	.88
Self-ranking	2.11**	2.49**

*, **See Table 15.

TABLE 21b

Means for School D Compared to Means for All Schools: Morale

	School D		All Schools	
	Scale	Mean	Scale	Mean
Rapport with Principal	3.07	61.44	3.18	63.58
Satisfaction with Teaching	3.22	64.44	3.36	67.29
Rapport among Teachers	2.90	40.56	3.32	46.49
Teacher Salary	1.95	13.67	2.87	20.06
Teacher Load	3.05	33.56	3.13	34.45
Curriculum Issues	3.02	15.11	3.03	15.14
Teacher Status	2.64	21.11	2.84	22.74
Community Support of Education	3.00	15.00	3.23	16.16
School Facilities and Services	2.36	11.78	2.71	13.57
Community Pressures	3.35	16.78	3.14	15.69
Overall	2.93	293.44	3.14	314.31

TABLE 22

School D Morale Factors
Raw Scores Converted to Stanines

Factor	School D	Stanine
1. Rapport with Principal	61.44	4th
2. Satisfaction with Teaching	64.44	4th
3. Rapport among Teachers	40.56	4th
4. Teacher Salary	13.67	3rd
5. Teacher Load	33.56	5th
6. Curriculum Issues	15.11	5th
7. Teacher Status	21.11	4th
8. Community Support of Education	15.00	5th
9. School Facilities and Services	11.78	4th
10. Community Pressures	16.78	5th
Overall	293.44	4th

School D, in overall professional activities, had the lowest average of the schools studied. The mean score for this school was 9.33 while the average for all schools was 16.95. This school was below the average for all of the individual items making up the professional activities portion of the study.

In the area of morale School D was also below the average for all factors except that of "Community Pressures". It also had the lowest raw score for overall morale. None of the morale factors were higher than the 5th stanine with four factors at that level. Five factors were in the 4th stanine while "Teacher Salary" was in the 3rd stanine.

Tables 23 and 24 report the data for School E.

TABLE 23a

Means for School E Compared to Means for All Schools:
Professional Activities

	Mean Scores	
	School E	All Schools
Membership in national organizations	.95	1.19
Membership in state organizations	1.10	1.29
Membership in local organizations	.65	.46
Attendance at national level meetings	.25	.22
Attendance at state level meetings	1.00	.98
Attendance at local level meetings	.15	.12
No. of NDEA sessions attended, 10/75	2.05	2.86
No. of workshops & seminars attended	4.55	2.86
Hours earned since last degree	6.25	8.75
No. of professional journals read	2.50*	2.58*
No. of professional books read, last 2 years	1.60	1.48
Offices held & presentations made	.90	.88
Self-ranking	2.40**	2.49**

*, **See Table 15.

TABLE 23b

Means for School E Compared to Means for All Schools: Morale

	School E		All Schools	
	Scale Value	Mean Score	Scale Value	Mean Score
Rapport with Principal	3.26	65.35	3.18	63.58
Satisfaction with Teaching	3.25	65.00	3.36	67.29
Rapport among Teachers	3.25	45.60	3.32	46.49
Teacher Salary	2.88	20.15	2.87	20.06
Teacher Load	3.10	34.15	3.13	34.45
Curriculum Issues	2.64	13.20	3.03	15.14
Teacher Status	2.79	22.30	2.84	22.74
Community Support of Education	3.06	15.30	3.23	16.16
School Facilities and Services	2.50	12.50	2.71	13.57
Community Pressures	3.08	15.40	3.14	15.69
Overall	3.06	306.55	3.14	314.31

TABLE 24

School E Morale Factors
Raw Scores Converted to Stanines

Factor	School E	Stanine
1. Rapport with Principal	65.35	5th
2. Satisfaction with Teaching	65.00	4th
3. Rapport among Teachers	45.60	5th
4. Teacher Salary	20.15	5th
5. Teacher Load	34.15	5th
6. Curriculum Issues	13.20	4th
7. Teacher Status	22.30	4th
8. Community Support of Education	15.30	5th
9. School Facilities and Services	12.50	5th
10. Community Pressures	15.40	4th
Overall	306.55	5th

In the area of professional activities School E ranked slightly above the average for all of the schools. In nearly all of the individual items this school was near the average.

This near-the-average ranking was also true for morale where School E was only .08 below the mean for all of the local schools. The only morale factor where School E was quite different from the mean was that of "Curriculum Issues". This school had all morale factors in the 4th and 5th stanines.

Tables 25 and 26 report the data for School F.

TABLE 25a

Means for School F Compared to Means for All Schools: Professional Activities

	Mean Scores	
	School F	All Schools
Membership in national organizations	1.64	1.19
Membership in state organizations	1.59	1.29
Membership in local organizations	.41	.46
Attendance at national level meetings	.36	.22
Attendance at state level meetings	1.14	.98
Attendance at local level meetings	.14	.12
No. of NDEA sessions attended, 10/75	2.50	2.52
No. of workshops & seminars attended	2.41	2.86
Hours earned since last degree	12.35	8.75
No. of professional journals read	2.41*	2.58*
No. of professional books read, last 2 years	1.10	1.48
Offices held and presentations made	.82	.88
Self-ranking	2.41**	2.49**

*, **See Table 15.

TABLE 25b

Means for School F Compared to Means for All Schools: Morale

	School F		All Schools	
	Scale Value	Mean Score	Scale Value	Mean Score
Rapport with Principal	3.48	69.64	3.18	63.58
Satisfaction with Teaching	3.49	69.82	3.36	67.29
Rapport among Teachers	3.46	48.50	3.32	46.49
Teacher Salary	3.61	25.27	2.87	20.06
Teacher Load	3.41	37.41	3.13	34.45
Curriculum Issues	3.42	17.14	3.03	15.14
Teacher Status	3.04	24.36	2.84	22.74
Community Support of Education	3.50	17.50	3.23	16.16
School Facilities and Services	3.24	16.23	2.71	13.57
Community Pressures	3.14	15.68	3.14	15.69
Overall	3.40	340.05	3.14	314.31

TABLE 26

School F Morale Factors
Raw Scores Converted to Stanines

Factor	School F	Stanine
1. Rapport with Principal	69.64	6th
2. Satisfaction with Teaching	69.82	5th
3. Rapport among Teachers	48.50	6th
4. Teacher Salary	25.27	7th
5. Teacher Load	37.41	5th
6. Curriculum Issues	17.14	6th
7. Teacher Status	24.36	5th
8. Community Support of Education	17.50	7th
9. School Facilities and Services	16.23	6th
10. Community Pressures	15.68	5th
Overall	340.05	6th

In the area of professional activities School F was comparable to the average for all schools with some scores slightly below and some scores slightly above the means for all schools. The most noticeable difference was for the number of hours earned since receiving the highest degree where School F was considerably above the mean score for all schools.

School F was at or above the mean for all schools in all of the morale factors including the overall score. When converted to stanines the morale scores range from 5th to the 7th levels with the overall raw score being at the 6th stanine.

School G is compared to all of the schools studied and to norms prepared by the instrument's authors in Tables 27 and 28.

TABLE 27a

Means for School G Compared to Means for All Schools
Professional Activities

	Mean Scores	
	School G	All Schools
Membership in national organizations	1.14	1.29
Membership in state organizations	1.14	.46
Membership in local organizations	.46	.46
Attendance at national level meetings	.59	.22
Attendance at state level meetings	.77	.98
Attendance at local level meetings	.09	.12
No. of NDEA sessions attended, 10/75	2.41	2.52
No. of workshops & seminars attended	2.09	2.86
Hours earned since last degree	4.85	8.75
No. of professional journals read	2.46*	2.58*
No. of professional books read, last 2 years	1.46	1.48
Offices held and presentations made	.36	.88
Self-ranking	2.46**	2.49**

*, **See Table 15.

TABLE 27b

Means for School G Compared to Means for All Schools:
Morale

	School G		All Schools	
	Scale Value	Mean Score	Scale Value	Mean Score
Rapport with Principal	2.51	50.32	3.18	63.58
Satisfaction with Teaching	3.15	63.09	3.36	67.29
Rapport among Teachers	3.21	44.91	3.32	46.49
Teacher Salary	2.95	20.64	2.87	20.06
Teacher Load	2.81	30.91	3.13	34.45
Curriculum Issues	3.21	16.04	3.03	15.14
Teacher Status	2.68	21.45	2.84	22.74
Community Support of Education	3.32	16.59	3.23	16.16
School Facilities and Services	3.37	16.86	2.71	13.57
Community Pressures	2.93	14.64	3.14	15.69
Overall	2.95	295.04	3.14	314.31

TABLE 28

School G Morale Factors
Raw Scores Converted to Stanines

Factor	School G	Stanine
1. Rapport with Principal	50.32	3rd
2. Satisfaction with Teaching	63.09	3rd
3. Rapport among Teachers	44.91	5th
4. Teacher Salary	20.64	6th
5. Teacher Load	30.91	4th
6. Curriculum Issues	16.04	6th
7. Teacher Status	21.45	4th
8. Community Support of Education	16.59	6th
9. School Facilities and Services	16.86	7th
10. Community Pressures	14.64	4th
Overall	295.04	4th

School G was below the mean for all schools in all areas of professional involvement except "Membership in State Organizations" and "Attendance at National Meetings". In the area of morale School G had a raw score which was below the mean for all of the schools. When converted to stanines the overall morale score was in the 4th stanine. The highest morale factor, 7th stanine, was for "School Facilities and Services".

The sum total of professional activities and overall morale for each of the schools studied is reported in Table 29.

TABLE 29

Overall Rankings of Schools

	Schools							Mean
	A	B	C	D	E	F	G	
Sum Total of Professional Activities	20.00	19.32	14.14	9.33	17.45	17.64	14.50	16.95
Overall Morale	343.33	209.82	315.00	293.44	306.55	340.05	295.04	314.31

The data presented in Table 29 suggests that there may be a positive relationship between professional activities and morale. Schools A and F were above the means in both areas and Schools D and G were below the means for both areas. School A had the highest raw scores in professional activities and morale while School D had the lowest raw scores in both of these areas. A linear correlation for the seven schools was computed at .60 which was not significant at the .10 level.

Correlations were also computed utilizing individual raw scores for all of the respondents. The sum total for all of the professional activities and the ten individual morale factors as well as the overall morale raw score were utilized. Pearson Product-Moment Correlations were computed. The level at which the correlation for the sum total of professional activities and each morale factor was significant is reported in Table 30.

TABLE 30

Levels of Significance
Sum Total of Professional Activities and Morale Factors

Factor	Level of Significance
1. Rapport with Principal	.001
2. Satisfaction with Teaching	.006
3. Rapport among Teachers	.224
4. Teacher Salary	.037
5. Teacher Load	.106
6. Curriculum Issues	.131
7. Teacher Status	.127
8. Community Support of Education	.031
9. School Facilities and Services	.197
10. Community Pressures	.207
Overall Morale	.004

The levels at which the correlations are significant range from the .001 level to .224. The morale factors in rank order of level of significance with professional activities is as follows:

Rapport with Principal	.001
Satisfaction with Teaching	.006
Community Support of Education	.031
Teacher Salary	.037
Teacher Load	.106
Teacher Status	.127
Curriculum Issues	.131

School Facilities and Services	.197
Community Pressures	.207
Rapport among Teachers	.224

The level of significance for the sum total of professional activities and the overall morale was .004.

CONCLUSIONS

It would appear, from the data gathered, that there is a tendency towards a positive relationship between the degree of involvement in professional activities and the level of overall morale.

The level of rapport with the principal as an individual factor of morale appears to have the highest degree of correlation with the extent of involvement in professional activities.

Satisfaction with teaching, as an individual factor of morale, correlates at a high level of significance with involvement in professional activities.

RECOMMENDATIONS

These recommendations are made in light of the original plans for the study as well as what was learned through the findings.

The study should be repeated utilizing schools of similar size but in another geographical area of the state. This would provide a broader base for study to determine any similarities or differences.

The study should be repeated utilizing a large school system in an attempt to determine if there are similarities or measurable differences attributable to school district size.

The instruments should be administered to two groups of selected teachers identified because of their high level of involvement and virtual lack of involvement in professional activities. This would be an attempt to develop norms.

Principals should be made aware that they apparently have a greater influence upon the amount of professional involvement by teachers than any other listed single factor of morale.

School administrators should be aware that a teacher's satisfaction with teaching apparently is related to the extent to which he or she will be involved in professional activities.

Officers of professional organizations should be aware that peer relationships among teachers apparently have little effect upon the extent to which teachers become involved in professional activities.

LIMITATIONS

This study was limited to school districts in a specific geographic area of North Dakota located within one hour's driving time of a university.

This study was limited to school districts with fewer than 40 teachers.

This study was based on data gathered near the end of the school year and may have been affected by attitudes present at the end of the academic year as well as unique local conditions.

Morale for the purposes of this study was as defined by the authors of the Purdue Teacher Opinionaire.

Professional activities for the purposes of this study were limited to the items identified by the author of this study and the coding system utilized for recording that data.

APPENDIX A

PERSONAL DATA PAGE

PERSONAL DATA PAGE

1. Please list the names of the professional organizations of which you are currently a member.

1a. Please circle the names of those organizations in item "1" for which you have attended a state or national meeting in the past two years.

2. At the N.D.E.A. convention last fall how many section (not general) meetings did you attend? _____

3. How many seminars or workshops (not including the NDEA convention or college/university classes) have you attended in the past two years? _____

4. What is the highest degree you currently hold? _____

4a. In what year did you receive that degree? _____

5. Since receiving your highest degree how many additional hours of college/university work have you earned? _____

6. How many of the professional journals and Newsletters which you receive do you read?
   Every issue ___ Most issues ___ Some issues ___ Rarely ___ Never ___

7. How many professional books have you read in the past two years NOT including those for college/university classes? _____

8. Please place a check mark at the levels where you have served as an officer, made a formal presentation, or served in some official capacity during the past two years.
   Local _____
   State _____
   National _____

9. How would you HONESTLY rate your effectiveness as a classroom teacher?
   Below average ___
   About average ___
   Above average ___

OPTIONAL -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- -- --

Name _____

School/Community _____

DEFINITIONS

The definitions for the morale factors are from the Purdue Teacher Opinionaire.

Rapport with Principal deals with the teacher's feelings about the principal--his professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations.

Satisfaction with Teaching pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Rapport among Teachers focuses on a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

Teacher Salary pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Teacher Load deals with such matters as record-keeping, clerical work, "red tape", community demands on teacher time, extra-curricular load, and keeping up-to-date professionally.

Curriculum Issues solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Teacher Status samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

Community Support of Education deals with the extent to which the community understands and is willing to support a sound educational program.

School Facilities and Services has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Community Pressures gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.

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